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NOTES

MR. A. J. GEORGE has prepared a new edition of Carlyle's Essay on *Burns*, which is published by D. C. Heath & Co.

THE SPLENDID new high school building in Detroit was dedicated with appropriate ceremonies on the evening of January 13th.

MESSRS. CHARLES SCRIBNER'S SONS announce that they have in press for early publication *A Short History of Mediæval Europe*, by Oliver J. Thatcher.

THE *Fern-Collector's Handbook and Herbarium*, by Miss S. F. Price, is announced for speedy publication by Messrs. Henry Holt & Co. Notwithstanding its title it is a popular work for those who may have no previous knowledge of botany.

THE TWO well-known German periodicals devoted to the interest of real-schule the *Pädagogischen Archiv* and *Central Organ für die Interessen des Realschulwesens* were merged into one periodical beginning January 1897. The new journal will be known as the *Pädagogischen Archiv*.

GINN & CO. announce *Cæsar's Gallic War*, Book II, by William C. Collar (ready in April); *The Student's American History*, by D. H. Montgomery; *Anabasis*, Book V, by Alfred G. Rolfe; *La Pierre de Touche*, by George M. Harper; and *Algebra Reviews*, by Edward R. Robbins.

WITH the plans and purposes of The International School Teachers' Home Association, teachers must have much sympathy. These, as outlined in the charter and by-laws, are too extended for us to give even in abstract. Full information may be obtained of D. M. Anderson, Eureka Springs, Ark.

THE sun is inhabited, at least Carl Goetze says so, and those who doubt may get his book from P. Kufahl, Berlin. Only the sun-spots are peopled, the balance being a burning sea which sweats gas. But the dazzling light does not come from fire, but streams of electric force. This is certainly very interesting.

MESSRS. HOUGHTON, MIFFLIN & CO., of Boston, New York, and Chicago, have just published a revised student's edition of "*A Bird's-Eye View of Our Civil War*", by Colonel Theodore Ayrault Dodge, U. S. A. The book is equipped with forty-seven maps and battle charts, a glossary of military terms and an index.

It is said that Dr. Nansen's *Farthest North*, which the Harpers now have in press, was put into English by six translators, whose work was revised by Mr. William Archer, the celebrated dramatic critic and translator of several of Ibsen's plays. Dr. Nansen knows English very well, but in writing his book he naturally preferred to use his own language.

THERE WAS held in Washington, D. C., February 17-19 a unique congress of interest to all enterprising people, the First National Congress of Mothers. The programme of the three days' congress included many eminent speakers, among them not only prominent educators but also women of the country who have become known through their relation to educational and social movements.

FOR variety the city school boards of the United States compete closely with the divorce laws. The organization of these boards is the subject of a leading article by James C. Boykin in the March *Educational Review*. Buffalo, with no school board, and Cleveland, with its dictator superintendent, are among our striking peculiarities.

It is perhaps not very generally known that Miss Alice M. Longfellow, the eldest daughter of the poet Longfellow, is a writer of considerable power. It is to be regretted that she has not written more for publication. In the new edition of *Evangeline* issued for school use by Houghton, Mifflin & Co., in their Riverside Literature Series, may be found an interesting sketch by her entitled "Longfellow in Home Life."

THE University of Paris was inaugurated on the 19th of November last with fitting pomp and ceremony in the presence of the president of the Republic, the diplomatic corps, and other high dignitaries. The act uniting the faculties of the different institutions scattered through Paris was passed last summer. This supplants the law of Napoleon I, which united all the schools of the land into the University of France.

UNDER THE management of Professor G. E. Karsten of the University of Indiana in association with Professor George Holz of the University of Leipzig, there is to be a new periodical, the *American Journal of Germanic Philology*, the chief principles of which will be sound helpful criticism and the absence of all unscientific bias. The *Review* will give critical accounts of all important work in the line of Germanic philology, the German and English departments being the most prominent.

WE ACKNOWLEDGE the receipt of two interesting pamphlets containing respectively courses in literature, history, and sociology in the public school and the courses in English and history in the high school in the city of Superior, Wis. The outlines are very full and suggestive. Especially commendable are the extensive literary references. We think, however, that the word

sociology is not correctly applied to the study of history from the social standpoint.

MESSRS. LEACH, SHEWELL, AND SANBORN have just published a new *Essentials of Algebra* by Professor Wells, of the Massachusetts Institute of Technology, which is designed for secondary schools, it being the latest book in this popular series. They have also just issued a new *Latin Composition*, by M. Grant Daniell, the author of their present *Exercises in Latin Prose Composition*.

D. C. HEATH & CO., Boston, have just issued another edition of their *Methods of Teaching Modern Languages*. To the previous edition, consisting of papers from thirteen leading professors of modern languages, has been added a paper on "Common Sense in Teaching Modern Languages," by Mr. E. H. Babbitt, of Columbia University, and the "Recommendations in the Report of the Committee of Ten." Professor C. H. Grandgent, of Harvard University, was chairman of the committee making the "Recommendations."

THE LAWRENCE Scientific School of Harvard University, after long consideration, has decided to materially alter the requirements for admission so as to make the standard of admission to the scientific school equal to that of admission to Harvard College. In order to plan the revision in such a manner as to meet so far as possible the needs and desires of the authorities of high schools and academies the board conferred with sixty schoolmasters. The revised requirements are interesting and may be obtained on application to the dean of the Lawrence Scientific School.

PROFESSOR WILLIAM MORRIS DAVIS of Harvard University has been invited to prepare for publication and distribution in the New York schools a pamphlet, similar to that prepared for the state of Connecticut, as an aid to the more interesting and profitable study of geography. Professor Davis has also consented to speak at the next University convocation on the present trend of the study of geography, presenting the modern ideas on the teaching of this important subject. Those who are familiar with Professor Davis' work and ideas will anticipate this paper with special pleasure.

FOR OVER twenty years there has been in use in Anna Brackett's school in New York City a novel device for drill in verb forms which possesses the advantages of saving time and permitting "skipping around," thus obviating the faults incident to merely committing the paradigms by rote. This form has been perfected and put in practice by Principal H. H. Gadsby, Drury High School, North Adams, Mass. The form was prepared by him for use in his own school, but as he has it in type he can supply other teachers who think the scheme worth trying. We recommend teachers of languages to send to Professor Gadsby for a sample card.

"INTERIOR Decoration of School Houses" is a paper by Mr. Walter G. Page, member of the Boston School Committee, which was read before the American Institute of Instruction last July. It does not appear just how this pamphlet can be procured, but we suppose that it might be obtained by addressing the author at Boston. It not only contains a discussion of the desirability of decorating schoolhouses and the best lines on which to carry out such decorative plans, but it concludes with a list of photographs and casts for schoolroom decoration which would be of great value and suggestiveness to teachers. We believe many teachers will find it well worth while to take some trouble to secure the pamphlet.

"A HIGH School Course of Study" is the title of a little pamphlet reprinted from the *Pacific Educational Journal* which has been prepared by Mr. F. H. Clark, of the Lowell High School. The whole subject is considered with reference to the principles upon which a course of study should be constructed, with reference, however, almost exclusively to the psychological basis of education, the sociological relations, which are becoming more and more prominent, scarcely receiving consideration. We quote the following from a preliminary statement of the principles:

"It is the province of secondary schools to afford the widest possible training for *all* to become useful and worthy citizens of a free state, at the same time preparing and selecting candidates for the university."

FROM THE sixtieth report of the state board of education of Massachusetts we learn the following in regard to the high schools of the state: There are 257 high schools—an increase of five, with 1186 teachers—an increase of ninety-two, and 34,323 pupils—an increase of 1572. The high school enrollment is now 8 per cent. of the total enrollment in the public schools as against 6 per cent. ten years ago—a gain in this ratio of enrollment of 33 per cent. From 25 to 30 per cent. of all the children, and in a few towns from 50 to 60 per cent., at some time attend the high school, although, of course, so many cannot all be there at once. The number of pupils in the high schools of the state has doubled within fifteen years; in some schools it has doubled, and even trebled, within ten years. In buildings, equipment and quality of work the high schools are making conspicuous progress.

FOR OUR juvenile criminality we must search for the special causes and for appropriate remedies. According to statistics, the check on crime attains its culminating point from the ages of twenty-one to thirty years. It falls a little from thirty to forty years and falls rapidly from forty to fifty. It is therefore youth which is the critical age, and everything depends on good direction at the beginning. Children have been defined as little savages and also as little criminals, wilful liars, cruel, and selfish. It has been said that the child reproduces in its developments all the phases of the human race

passing from barbarism to civilization. Certainly the instincts that are bad and even criminal are frequently found in children. But a good education almost always gets the better of these instincts with considerable facility. The good sentiments acquired at that age rapidly become instinctive and lasting, only no mistake must be made as to the choice of means.—Alfred Fouillée, in *The Chautauquan* for April.

LONGMANS, GREEN & CO. have begun a new series of historical works to be published under the direction of the Department of History in Harvard University. The first volume, which is entitled *The Suppression of the African Slave Trade to the United States of America, 1638-1870*, is by William E. Burghardt Du Bois, a negro, twenty-eight years of age, born at Gt. Barrington, Mass. He was educated in the public schools of his home, at Fisk University, Nashville, Tenn., at Harvard University (A.B., 1890; A.M., 1891; Fellow, 1891-2; Ph.D., 1895), and at the University of Berlin, being sent abroad for two years by the trustees of the John F. Slater Fund to study History and Political Science in 1892-4. On his return he became Professor of Latin in Wilberforce University, Ohio, an African Methodist Institution, and the oldest of schools for negro youth. After two years' service there he was appointed Assistant in Sociology in the University of Pennsylvania to take charge of a special investigation into the condition of the negro people of the city of Philadelphia, and has just entered upon his work in that place.

As a result of the coöperation of college and university men with the principals of academies and secondary schools, we have now college entrance requirements in English substantially uniform throughout the United States, *i. e.*, the requirements are uniform as to the texts upon which these examinations are based. A pressing problem yet remains, however, *viz.*, how the texts thus chosen are to be studied, and what is to be the nature and the extent of the preparation upon these texts required for entrance to college. The subject of English as a college entrance requirement is so new that many teachers are, as a matter of course, somewhat uncertain as yet in regard to methods of teaching it and the goal to be aimed at. In order to remove some of the existing vagueness of things Dr. Richard Jones, of the University of the State of New York, is preparing a publication based upon extensive inquiries among teachers. This publication will, presumably, be of interest to college and university men as a means for comparing requirements and ideals, and will, it is believed, prove genuinely and substantially helpful to teachers of literature, especially in college preparatory and secondary schools.

AN important step has been taken recently by the city of Boston in the interests of college-bred teachers who have studied their profession. Hereto-

fore college graduates without experience as teachers could not become candidates for positions in the Boston schools; the only persons without experience who were admitted to candidacy were persons who had had a normal school training. The supervisors have now modified the rules governing the examinations of candidates so as to admit to the examinations college graduates "who have had a satisfactory course in pedagogy." This timely recognition of the advantages of professional training for college men who become teachers is a step in the right direction. A considerable number of students who intend to teach as well as teachers already in service, now resort to the professional courses provided by colleges and universities because of their own interest in their chosen profession and not because of any general demand on the part of the public for the peculiar training these courses afford. Much would be gained if this professional spirit could be developed at the start in all young persons who become teachers. Such a result will inevitably follow a public demand. As in other professions professional training will be sought by all when it is demanded of all by a public alive to its own interest.

HAVING learned to expect good things from Quincy, Mass., the former home of Col. F. W. Parker, we are not surprised, first, at the persistency of the superintendent and teachers in urging the publication by Houghton, Mifflin & Co. of portraits of American authors and pictures of their homes in a cheap form for school use; and second, at the very great success attending the use of this material in grades IV to VIII inclusive. All teachers will be interested in the statement by Superintendent H. W. Lull, of Quincy, showing in what way he and his teachers have made these portraits and pictures of homes of great educational value. "To be sure that the pupils of grades IV-VIII have some idea of our poets, and to prevent too much scattering of the 'gem' work, the teachers of these grades are asked to confine their work to a definite poet. Longfellow is assigned to grade IV, Whittier to V, Holmes to VI, Lowell to VII, and Bryant to VIII. Each pupil is given a blank book in which he copies in his neatest and best handwriting the selections chosen by his teacher. The book may be carried home at the end of the year. By means of the book the teachers of the higher grades are able to review the work of the lower grades. At first the live teacher was content to secure for the walls of her room, by means of 'mite' contributions, a framed Atlantic picture of the class poet. The second year, however, it seemed desirable to have a sketch of the author and his home, and also a picture of each for every blank book. Not until the third year has it been possible to do this at a cost within the resources of teachers and pupils."

"THE Diseases of Modern and the Health of Classic Literature." (Irving Babbitt in the March *Atlantic*.) Modern literature has been more or less sentimental since Petrarch, a morbidly subjective strain has existed in it since

Rousseau, while of late a quality is beginning to appear which we cannot better describe than as neurotic. We may say, to paraphrase an utterance of Chamfort's, that the success of some contemporary books is due to the correspondence that exists between the state of the author's nerves and the state of the nerves of his public. Spiritual despondency, which under the name of *acedia* was accounted one of the seven deadly sins during the Middle Ages, has come in these later days to be one of the main resources of literature. Life itself has recently been defined by one of the lights of the French deliquescent school as "an epileptic fit between two nothings." It is no small resource to be able to escape from these miasmatic exhalations of contemporary literature into the bracing atmosphere of the classics. For of him who has caught the profounder teachings of Greek literature we may say, in the words of the Imitation, that he is released from a multitude of opinions. We may apply to authors like Sophocles and Plato, and to those who have penetrated their deeper meaning, the language the Buddhists use to describe their perfect sage,—language which will at once remind the scholar of the beginning of the second book of Lucretius: "When the learned man has driven away vanity by earnestness, he, the wise, climbing the terraced heights of wisdom, looks down upon the fools, serene he looks upon the toiling crowd, as one that stands on a mountain looks down on them that stand upon the plain."

THE aims of the Department of Education and Teaching at Harvard University are exemplified in two new features added this year to the work of the department. The first is a course of lectures on School Supervision by Superintendent S. T. Dutton of Brookline. These lectures are given in addition to the usual lectures on that subject, and will deal with special problems of supervision as they have arisen in the experience of the lecturer. Though addressed especially to the students of education and teaching, these lectures are open to all members of the university, and will be given at an hour least likely to conflict with other college exercises. There is no work in the educational field more likely to attract a steadily increasing number of college-bred men than the work of the town and city superintendent. Mr. Dutton's well-known progressive and successful work as a city superintendent, both in New Haven, Conn., and in Brookline, Mass., enable him to bring to these lectures a valuable fund of practical suggestion that cannot fail to be of service to his hearers. The other feature referred to is an arrangement made with the cities of Newton and Brookline whereby a limited number of students who have had the necessary training will have an opportunity to do some teaching under the general direction of the university professor of education and the immediate supervision of the principals and superintendents of schools in the two cities. In extending this privilege to the students preference is given to graduates who have had no experience. This is an experi-

ment in practice teaching under conditions quite different from those obtaining in normal schools, and the outcome will be of general interest.

THE right naming of things is a point wherein we Americans are given to violating the canons of good taste. This is especially true of our educational terminology. The term "professor," strictly applicable to the higher positions in college and university faculties, is in many places applied indiscriminately to male teachers of every grade of every kind of school. It is, however, gratifying to know that this is not a conceit of the teachers themselves and that it is in general displeasing to them. Still they seem powerless to prevent the abuse. The principal of a school of secondary or academic grade may with propriety be called principal, master, or preceptor, and usually chooses, when any title is given him, to be called by one of these. His associate teachers, who relish as little as he the forced wearing of false colors, are quite willing to regard his wishes in this respect. But their example goes for little by way of counteracting the precedent set and insisted upon by the public and the press. These two powerful influences, actuated no doubt by a mistaken spirit of courtesy, seem inclined to win the school-master's love by doing him injury.

In almost any part of the country this confounding of school terms might be illustrated by numerous examples. One frequent misapplication of such a term, and one quite as objectionable as the unwarranted use of "professor," deserves mention. It is the practice, now become quite common, to call the graduating exercises of a secondary school a "commencement;" and this in spite of the fact the principals and teachers of these schools disapprove of the custom. They desire to keep the secondary schools within the bounds of modesty and truth, and to restrict the use of the word in question to institutions higher than the secondary, where it properly belongs. Concerted action on the part of the teachers of secondary schools, if rightly taken and persisted in, ought to be of some avail in correcting the inconsistencies of our present school nomenclature.